



Literacy Practices Crosswalk

- In October, we determined a need to take a pulse on our current state of affairs in literacy instruction/alignment.
- Process:
 - Collect Syllabi from Each Institution
 - Evaluate Major Components of K-12 Literacy PD
 - Analyze Similarities and Differences
 - Survey Teachers to Identify Needs Met/Not Met



K-12 Literacy Instruction Units

- **K-3:**
 - Reading Development and CCSS
 - Oral Language, Vocabulary, and S/L
 - Reading Foundational Skills: Teaching Decoding, Spelling, and Word Recognition
 - Reading Standards: Close Reading of Informational Text

- **4-12:**
 - Analysis of a Writing Research Simulation Task
 - Engaging in Rigorous ELA Lessons
 - Academically Productive Talk
 - Complex Texts and Sequencing
 - Sequenced, Text-based Questions



K-12 Literacy Intervention Units

K-3	4-5	6-12
The Challenge of Learning to Read	The Challenge of Learning to Read	The Challenge of Learning to Read
Developing Foundational Reading and Language Skills	Assessing and Developing Word Recognition Ability	Assessing and Developing Word Recognition Ability
Teaching Decoding	Teaching Advanced Decoding and Fluency	Teaching Syllabication and Morphology
Teaching Fluency and Vocabulary	Developing Fluency and Vocabulary	Developing Fluency and Vocabulary
A Framework for Comprehension Instruction	A Framework for Comprehension Instruction	A Framework for Comprehension Instruction
Teaching Spelling and Writing	Teaching Spelling and Writing	Teaching Spelling and Writing



Literacy Course Requirements for Licensure

Institution	Early Childhood	Elementary	Middle Grades	High School
2-Year				
Dyersburg State	ECEd 2080: Language and Literacy in Early Childhood	N/A	N/A	N/A
Jackson State	ECEd 2080: Language and Literacy in Early Childhood	N/A	N/A	N/A
Southwest TN	ECEd 2080: Language and Literacy in Early Childhood	N/A	N/A	N/A
4-Year				
Christian Brothers	N/A	EDUC 405 Curriculum and Methods in Language Arts Pre-K-3	EDUC 406 Curriculum and Methods in Language Arts 4-8	READ 629 Literacy Across the Curriculum
Freed Hardeman	EDU 324 Teaching Reading in the Elementary School	EDU 324 Teaching Reading in the Elementary School	EDU 324 Teaching Reading in the Elementary School	EDU 321 Reading in the Content Area
Union University	EDU 331 Literacy in Diverse Classrooms	EDU 331 Literacy in Diverse Classrooms	EDU 331 Literacy in Diverse Classrooms	EDU 326 Comprehending Text
University of Memphis	RDNG 4240 Literacy in Grades K-4	RDNG 4240 Literacy in Grades K-4	RDNG 4241 Literacy in Grades 5-8	RDNG 7545 Teaching Reading in the Subject Areas
	EDEC 4500 Emergent Literacy & Language Development			







Key Literacy Features of Early Childhood Courses

Institution	Early Childhood	Standards/Content	Major Assignments
Dyersburg State	ECEd 2080: Language and Literacy in Early Childhood	<ul style="list-style-type: none">• NAEYC Standards• Tennessee Early Learning Developmental Standards• Text: Early Childhood Experiences in Language Arts	<ul style="list-style-type: none">• Literacy Take Home Activity• Children's Author Presentation• Literature Collection• Homemade Book• Literacy Sharing Project
Southwest TN	ECEd 2080: Language and Literacy in Early Childhood	<ul style="list-style-type: none">• NAEYC Standards• Tennessee Early Learning Developmental Standards• Text: Early Childhood Experiences in Language Arts	<ul style="list-style-type: none">• Selecting Text• How to Introduce Literature to Children• Create and Use a Early a Literacy Skills Measurement Tool



Early Childhood Course Alignment with K-3 Training

K-3 Literacy Instruction Units	Dyersburg State	Southwest TN
Reading Development and the CCSS		
Oral Language, Vocabulary, and Speaking/ Listening		
Teaching Decoding, Spelling, and Word Recognition		
Close Reading of Informational Text		



Early Childhood Course Alignment with K-3 Training

K-3 Literacy Intervention Units	Dyersburg State	Southwest TN
The Challenge of Learning to Read	✓	✓
Developing Foundational Reading and Language Skills	✓	✓
Teaching Decoding	✓	✓
Teaching Fluency and Vocabulary	✓	✓
A Framework for Comprehension Instruction	✓	✓
Teaching Spelling and Writing	✓	✓














Key Literacy Features of Elementary Courses

Institution	Elementary	Standards/Content	Major Assignments
Christian Brothers	EDUC 405 Curriculum and Methods in Language Arts Pre-K-3	<ul style="list-style-type: none"> IRA Professional Standards Text: <i>Teaching Children to Read: The Teacher Makes the Difference</i> 	<ul style="list-style-type: none"> Text Selection: 50/50 narrative/informational Teach a chapter - write a paper Two lesson plans Administer DIBELS - write a paper Presentation on topic in field of literacy Evaluate Basal reader Decoding Training - Reading Horizons CCSS Instructional Strategies Compendium Two page Philosophy of Reading
Freed Hardeman	EDU 324 Teaching Reading in the Elementary School	<ul style="list-style-type: none"> Institutional Learning Outcomes Texts: <i>Teaching Reading in Today's Elementary Schools; Informal Reading Inventory: Preprimer to Twelfth Grade</i> 	<ul style="list-style-type: none"> Journal Critiques Field Experience Informal Reading Inventory & Tutoring Lesson Presentation Personal Philosophy Statement Reading Lab Literacy Workstation/Center Bulletin Board Teaching Reading Resource Notebook
Union University	EDU 331 Literacy in Diverse Classrooms	<i>New course for 2014-2015</i>	<i>New course for 2014-2015</i>
University of Memphis	RDNG 4240 Literacy in Grades K-4	<ul style="list-style-type: none"> Institutional Course Objectives Text: <i>Literacy in the Early Grades</i> 	<ul style="list-style-type: none"> Chapter Responses Journal Responses Daily and online activities Group Phonics Lesson Plan Presentations Field Experience (lesson plan and case study)



Elementary Course Alignment with K-3 Training

K-3 Literacy Instruction Units	Christian Brothers	Freed Hardeman	University of Memphis
Reading Development and the CCSS			
Oral Language, Vocabulary, and Speaking/ Listening			
Teaching Decoding, Spelling, and Word Recognition			
Close Reading of Informational Text			



Elementary Course Alignment with K-3 Training

K-3 Literacy Intervention Units	Christian Brothers	Freed Hardeman	University of Memphis
The Challenge of Learning to Read	✓	✓	✓
Developing Foundational Reading and Language Skills	✓	✓	✓
Teaching Decoding	✓	✓	✓
Teaching Fluency and Vocabulary	✓	✓	✓
A Framework for Comprehension Instruction	✓	✓	✓
Teaching Spelling and Writing	✓	✓	✓



Key Literacy Features of Middle Grades Courses

Institution	Middle Grades	Standards/Content	Major Assignments
Christian Brothers	EDUC 406 Curriculum and Methods in Language Arts 4-8	<ul style="list-style-type: none"> IRA Professional Standards Text: <i>Literacy in the Middle Grades</i> 	<ul style="list-style-type: none"> Annotated Bibliography Teaching Simulation - CCSS related Writing Assessment Lesson Plans (TNCORE resource) Informal Reading Inventory/Interest Inventory Issues paper CCSS Instructional Strategy Compendium Philosophy of Reading
Freed Hardeman	EDU 324 Teaching Reading in the Elementary School	<ul style="list-style-type: none"> Institutional Learning Outcomes Texts: <i>Teaching Reading in Today's Elementary Schools</i>; <i>Informal Reading Inventory: Preprimer to Twelfth Grade</i> 	<ul style="list-style-type: none"> Journal Critiques Field Experience Informal Reading Inventory & Tutoring Lesson Presentation Personal Philosophy Statement Reading Lab Literacy Workstation/Center Bulletin Board Teaching Reading Resource Notebook
Union University	EDU 331 Literacy in Diverse Classrooms	<i>New course for 2014-2015</i>	<i>New course for 2014-2015</i>
University of Memphis	RDNG 4241 Literacy in Grades 5-8	<ul style="list-style-type: none"> Institutional Course Objectives Text: <i>Literacy in the Middle Grades</i> 	<ul style="list-style-type: none"> Literacy Autobiography Article Critiques Field Experience (lesson plan implementation and analysis) Novel Lesson Plan CCSS Annotated Bibliography (informational text)



Middle Grades Course Alignment with 4-12 Training

*It is possible some of these topics are covered in “non-literacy” courses

4-12 Literacy Instruction Units	Christian Brothers	Freed Hardeman	University of Memphis
Analysis of a Writing Research Simulation Task	✓		
Engaging in Rigorous ELA Lessons	✓	✓	✓
Academically Productive Talk			
Complex Texts and Sequencing			
Sequenced, Text-Based Questions			



Middle Grades Course Alignment with 4-5 Training

4-5 Literacy Intervention Units	Christian Brothers	Freed Hardeman	University of Memphis
The Challenge of Learning to Read	✓	✓	✓
Assessing and Developing Word Recognition Ability	✓	✓	✓
Teaching Advanced Decoding and Fluency		✓	
Developing Fluency and Vocabulary	✓	✓	✓
A Framework for Comprehension Instruction	✓	✓	✓
Teaching Spelling and Writing	✓	✓	✓




Key Literacy Features of Secondary Courses

Institution	Secondary	Standards/Content	Major Assignments
Christian Brothers	READ 629 Literacy Across the Curriculum	<ul style="list-style-type: none"> • Institutional Course Objectives • Text: <i>Content Area Reading: Literacy and Learning Across the Curriculum</i> 	<ul style="list-style-type: none"> • Reading Log • Thematic Learning Unit • Focused Reading and Writing Activity • Colloquium and Strategy Simulation Activity • Focused Interview
Freed Hardeman	EDU 321 Reading in the Content Area	<ul style="list-style-type: none"> • Institutional Learning Outcomes • Text: <i>Content Area Reading: Literacy and Learning Across the Curriculum</i> 	<ul style="list-style-type: none"> • Journal Critiques • Field Experience • Personal Philosophy Statement • Lesson Plan Presentation • Mini Unit Plans • Verification of Learning • Resource Notebooks
Union University	EDU 326 Comprehending Text	<ul style="list-style-type: none"> • Institutional Learning Outcomes • Texts: <i>Improving Adolescent Literacy: Content Area Strategies at Work; The Core Six – Essential Strategies for Achieving Excellence with the Common Core</i> 	<ul style="list-style-type: none"> • Journal Critiques • Literacy Statement • Lesson Plan Development • Field Experience



Secondary Course Alignment with 4-12 Training

*It is possible some of these topics are covered in “non-literacy” courses

4-12 Literacy Instruction Units	Christian Brothers	Freed Hardeman
Analysis of a Writing Research Simulation Task		
Engaging in Rigorous ELA Lessons		
Academically Productive Talk		
Complex Texts and Sequencing		
Sequenced, Text-Based Questions		



Secondary Course Alignment with 6-12 Intervention

6-12 Literacy Intervention Units	Christian Brothers	Freed Hardeman
The Challenge of Learning to Read	✓	✓
Assessing and Developing Word Recognition Ability		
Teaching Syllabication and Morphology		
Developing Fluency and Vocabulary	✓	✓
A Framework for Comprehension Instruction	✓	✓
Teaching Spelling and Writing	✓	✓



Highlighted Findings

- All southwest institution courses are closely aligned to current K-12 Intervention Trainings.
- Early Childhood, Middle, and Secondary courses are less aligned to K-12 Instruction Trainings.
- Secondary Reading in the Content Area courses are the least aligned to K-12 trainings.
- Early Childhood courses are not currently aligned to the CCSS.



Survey Results: Preparedness

Grade Band	Level of Preparedness (Scale of 1-5)
1 st to 2 nd Grade	2.7
3 rd to 5 th Grade	2.5
6 th to 12 th	1.8
Overall Average	2.5



Survey Results:

What is the most helpful information you learned in college to help your students to read?

Number of Years Teacher	Anecdotes
1-3	<ul style="list-style-type: none">• Determining needs based on assessment results.• The most helpful part of my education was the year long residency. It was great to be in a classroom to see what it was actually like.• Meet them at their level. Assess them then make an individual plan.
4-7	<ul style="list-style-type: none">• I honestly did not have the helpful information that was really needed until I started teaching.• The most helpful was student training where I was able to interact with the students implementing what I learn during course classes.
8-12	<ul style="list-style-type: none">• I learned how to teach students to love reading, but I don't think college really prepared me for actually teaching my students to read.



Survey Results:

Is there anything you have learned from "on the job experience" that you wish you would have learned in college?

Number of Years Teacher	Anecdotes
1-3	<ul style="list-style-type: none">• My teacher education program covered every possible subject.• Phonics rules. The training I am receiving now and the studying I did on my own taught me the phonics rules.• I wish I had been able to see differentiated reading strategies being used in the classroom.
4-7	<ul style="list-style-type: none">• How to work with children that have behavioral and learning disabilities.• I wish I would have had more experience with state standards and objectives.• That all students in middle school can not read. It is our job as the regular education teacher to not only teach the standards, but to also make sure they can actually comprehend on their grade level.
8-12	<ul style="list-style-type: none">• Yes, I have learned many new practices since I left college 10 years ago. I wish I would have been taught more about how to teach older kids to read....more about phonics instruction.